

## Glossary of Terms

affix:	A non-word or morpheme that changes the meaning or function of a root word to which it is attached (e.g., a prefix [-ad] or suffix [-ly]).
alliteration:	The repetition of the same consonant at the beginning of two or more words immediately succeeding each other or at short intervals (e.g., fields ever fresh, groves ever green).
alphabetic principle:	The assumption that all speech sounds have a graphic representation.
analogies (making):	The ability to relate something known to something new.
anecdotal records:	The recording of observed behavioral incidents.
assessment:	The process of gathering data in order to better understand student strengths and weaknesses. Formal Assessment: Standardized assessment. Informal Assessment: Teacher-made, published assessments, or observational data gathered but not interpreted through norms.
assonance:	The similarity or repetition of vowel sounds in words or syllables.
attentive:	Paying attention and demonstrating an understanding for what is being presented.
automaticity:	The fluent reading of words in a text. The spontaneous formation of letters to make words.
ballad:	A story written in four-line stanzas, often having the second and fourth lines rhyme.
base word/root:	A word to which affixes may be added to create related words (e.g., <u>happy</u> and <u>unhappy</u> ).
blend:	Two or more letters blended together so the sound elements of each letter are heard (e.g., bl, black; str, string).
blending:	The ability to sequentially combine two or more sounds to make a word.
book talk:	The discussion of one or more books by a teacher, librarian, or student to encourage others to read these books, a discussion after a book is read, or a group discussion to enhance comprehension.
choral reading:	The reading aloud in unison of the same selection by a group to develop fluency or make a presentation.

## Glossary of Terms (Continued)

chunking (or chunks):	The grouping of smaller units/letters into large, more meaningful word parts; knowledge of patterns in words or word parts.
cinquain:	A poem five lines long with a certain number of syllables or words in each line. There are many ways to write a cinquain poem.
cliché:	An expression used in writing (e.g., sadder but wiser). Some clichés are considered old and worn out, adding nothing to the writing (e.g., hard as a rock).
concepts about print:	The way print works, including directionality, recognition of words and letters, the connection between spoken and written language, and the function of punctuation.
consonant blend:	A combination of two consonant letters represented by a single sound where the sounds of both letters are voiced (e.g., br, bl, sp).
consonant digraph:	A combination of two consonant letters representing a single speech sound (e.g., gn for /n/).
context:	Words or phrases placed in meaningful units of text.
couplet:	A two-line verse that usually rhymes and expresses one thought.
cueing systems:	Any one of several sources of information that may help identify words initially not known. Semantic cue: Identifies an unknown word using meaning of content to determine whether the word makes sense. (Does it make sense?) Syntactic cue: Uses knowledge of rules and patterns of language to identify a word in context. (Does the word fit into the sentence structure?) Graphophonic cues: Using the elements of phonics to decode a word. (Does what I read match what I see in print?)
cvc:	Indicates a spelling pattern of consonant, vowel, consonant.
decodable text:	Text composed of words containing certain decodable elements for practice in decoding while reading (e.g., short <u>a</u> vowel words).
decoding:	Strategies readers use to pronounce and understand the meaning of words (see cueing systems).
dialogue journal:	Written conversations in which students and teachers exchange ideas in response to literature.
differentiation:	The enhancing of learning for all students by engaging students in small group or individual learning activities, or modifications that better respond to particular learning needs, strengths, and preferences.

## **Glossary of Terms (Continued)**

digraph:	Two letters representing a sound different from the sounds of individual letters (e.g., ch, sh, th).
directionality:	Directional orientation (e.g., reading from left to right).
echo reading:	The reading of text where a student reads portions of text after the teacher (or another person or student) reads the same passage. Echo reading is often used to build fluency or expression.
e.g.:	This term means “for example” (Be sure to bring your dog a treat, e.g., a bone or rubber toy).
encoding:	Transferring oral language into written language.
environmental print:	Print found in the environment (e.g., street signs, billboards, food labels, advertisements).
explicit:	Teaching according to precise directions; not leaving the student to infer or guess meaning or concept.
figurative language:	Language characterized by figures of speech, especially metaphors; not literal.
fix-up strategies:	Strategies readers use to monitor their understanding of text (e.g., reread, read ahead, clarify, change predictions, make new predictions, raise questions, identify unknown words).
flexible grouping:	Students work in mixed groups depending on the goal of learning, not ability. (Also known as skill-based grouping.)
fluency:	The reading of text smoothly, not hindered with word-by-word reading and other word recognition problems that might hinder comprehension (see automaticity). Writing without thinking about how to form a letter before writing.
form/mode:	A term used in writing to identify categories of writing (personal writing, descriptive writing, imaginative writing, informational writing, and writing to persuade are forms or modes of writing).
formula poetry:	Poetry written to a formula (e.g., ballad, cinquain, couplet, haiku, limerick, lyric, quatrain).
free verse:	Poetry that does not include patterned rhyme or rhythm.
genre:	A term used to categorize literary works (e.g., fairy tales, mysteries, historical fiction).
grade level text:	A text at a designated level of difficulty as determined by a readability formula or text leveling system.

## Glossary of Terms (Continued)

gradients of meaning:	Variable meaning of a term based on the context.
graphic organizer:	Visual representation of facts and concepts from a text showing their relationship (e.g., Venn diagram, KWL chart).
Greek and Latin roots:	Root words derived from Greek and Latin words. Knowing Greek and Latin roots helps with comprehension of many English words (e.g., the Latin root <i>script</i> , meaning to write, can be found in the English words inscription, scripture, manuscript, transcript).
guided reading:	Small group instruction for students who are reading the same text. The group is homogeneous (reads at about the same level, demonstrates similar reading behaviors, and shares similar instructional needs). Groups change as the teacher assesses student growth and needs. The teacher selects the text and provides instruction.
haiku:	A three-line poem about nature. The first line is five syllables, the second line is seven syllables, and the third line is five syllables.
high-frequency words/ sight words:	A list of words most frequently encountered as students read; words students should recognize instantly as they read and that must be read with fluency.
homonyms/homophones:	Words with different meanings, but the same oral or written form (e.g., bear_an animal, bear_to support, bare_to expose).
idioms:	Expressions without literal meaning (e.g., It was raining cats and dogs.).
i.e.:	This term means “that is to say.” (After working on her invention for two years, she treated herself to a hiatus, i.e., a break.).
independent reading:	Voluntary or leisure reading for pleasure, not to develop skills; reading with no assistance.
informal reading inventory (IRI):	Graded reading passages of increasing difficulty used to determine student’s strengths, weaknesses, and strategies in word identification and comprehension.
informational text:	Text that is factual as opposed to story-based narrative text; nonfictional text meant to set forth an idea or explain using such techniques as listing of facts, chronological order, showing cause/effect, or comparison/contrast (e.g., science, social studies).
journal:	A typed or written message, often recorded daily.
lead:	An opening paragraph in writing. Good leads provide interesting background information, a telling quotation, an illustrative story, or a series of questions.

## Glossary of Terms (Continued)

leveled text:	Text arranged in sequence of difficulty, not necessarily related to grade levels.
levels of questioning:	Types of questions asked to develop levels of understanding: <u>Factual</u> questions can be answered by pointing to information contained in text or by noting information expressed in presentations. <u>Inferential</u> questions are questions requiring the reader or listener to synthesize materials read or presented, drawing conclusions not explicitly stated. <u>Evaluative</u> questions ask the reader or listener to make judgments on what was read or presented based the reader's or listener's experience.
limerick:	A funny verse in five lines. Lines one, two, and five rhyme. Lines three and four rhyme. Lines one, two, and five have three stressed syllables. Lines three and four have two stressed syllables.
literature circle/ response group:	Students read a piece of literature and meet together to discuss reactions, raise questions, or reread favorite parts.
lyric:	A song-like poem that uses sensory details. A tune can be added to a lyric poem and it becomes a song.
mastered/maintained:	This term indicates knowledge mastered/learned at the grade level preceding the term. Learning should be maintained.
media:	Material/information that may be viewed, read, or listened to (e.g., newspapers, TV, videos, audiotapes, posters, announcements, books, signs).
Metacognition:	Reflection on one's own thinking and learning process; monitoring reading behavior and adjusting successfully to changing reading conditions.
miscue:	A deviation in text during oral reading by the reader in an attempt to make sense of the passage; often provides a rich source of information for analyzing language and reading development.
mode/form:	A term used in writing to identify categories of writing (personal writing, descriptive writing, imaginative writing, informational writing, writing to persuade are forms or modes of writing).
modeling:	The act of a teacher or a student serving as an example of a desired behavior.
morpheme:	A meaningful linguistic unit that cannot be divided into smaller meaningful elements. Man, for example, is an individual word and one morpheme. We can add other morphemes such as -ly to form manly, a new word that contains two morphemes.
narrative:	A story of actual or fictional events expressed orally or in writing.

## Glossary of Terms (Continued)

one-to-one correspondence:	The relationship between the spoken word and the written symbol or the representation of each phoneme by one grapheme.
onset and rime:	Units smaller than words, but making a word when combined. The onset is the part that precedes the vowel (e.g., bl in the word <u>black</u> ). The rime is the part including the vowel and any consonants that follow (e.g., ack in the word <u>black</u> ).
paired reading:	Reading with a more fluent partner, or partner of similar ability, who provides a model of fluent reading.
phoneme:	The smallest unit of speech.
phonemic awareness:	The ability to hear, identify, and manipulate individual sounds and phonemes in spoken words; individual knowledge that every spoken word is made up of a series of phonemes that can be represented by letters of the alphabet. Phonemic awareness is a prime predictor of a student's ability to read and comprehend text.
phonics:	<p>Instructional practices emphasizing that spellings are related to speech sounds in systematic ways.</p> <p>Analogy phonics: Children use parts of word families to identify words they don't know.</p> <p>Analytic phonics: Children analyze letter-sound relationships in previously learned words to read new words in text.</p> <p>Embedded phonics: Children use letter-sound relationships in previously learned words to read new words.</p> <p>Onset-rime phonics: Children learn to identify the sound of the first letter and connect it with the remaining part of the word.</p> <p>Synthetic phonics: Children convert letters into sounds and blend the sounds into words. This approach to phonics instruction shows the most positive and significant effect on at-risk readers.</p>
phonograms/ word families:	A group of words sharing the same rhyme (rime); a group of words sharing a common phonic element (e.g., <u>ite</u> in <u>bite</u> , <u>kite</u> , <u>despite</u> ).
phonological awareness:	A broad term including phonemic awareness, as well as the ability to identify the number of words in a sentence, break a word into syllables, and recognize and produce rhymes (rimes).
phrase reading:	Reading in meaningful units larger than a word, but smaller than a sentence.
publish:	The act or process of preparing written material for presentation to an audience, usually informally to classmates, as part of the writing process. A published piece could be as simple as a three-page picture book with one word per page written by a kindergarten student or a single paragraph written by second grade student.

## Glossary of Terms (Continued)

quatrain:	A poem with a four-line stanza. At times, the first two lines rhyme and the last two lines rhyme. At other times, the first and third lines rhyme and the second and fourth lines rhyme.
r-controlled vowel:	The modified sound of a vowel immediately preceding the letter "r" (e.g., car, her, girl, for).
reader's theater:	A performance of literature as a story, play, poem, etc., which is read aloud expressively by one or more persons rather than acted.
reading levels:	Levels based on students' abilities to read and comprehend text. Independent: Text that is easy for a student to read with few word-identification problems and high comprehension (95-100% word identification and 90-100% comprehension). Instructional: Text that is challenging, but not frustrating for a student to read successfully with normal classroom instruction and support (90-95% word identification and 75-90% comprehension). Frustrational: Text that is too challenging for students to read and comprehend (less than 90% word identification and less than 75% comprehension).
reciprocal teaching:	A strategy where both teacher and student are involved in question-generating, clarifying, and discussion of a shared text.
return sweep:	The horizontal-diagonal eye movement from the end of one line of print to the start of the next.
rime:	A term used in reading instruction to refer to a vowel and any following consonants of a syllable (e.g., ook is the rime in book or brook); see definition of onset and rime.
root:	The base part of a word that usually carries the meaning and cannot be further analyzed without loss of identity (e.g., unreadable_ the root is <u>read</u> and the affixes are <u>un</u> and <u>able</u> ).
schema building:	A process of comprehension by integrating new information with a network of prior knowledge.
segmentation:	Recognizing a word when the sounds are pronounced one at a time.
self-monitoring:	Recognizing dissonance while reading text and applying appropriate strategies to effectively decode and comprehend.
shared reading:	The teacher and the students share the reading process to provide modeling and practice.
sight words/	A list of words most frequently encountered as students read; words students should recognize instantly as they read and

## Glossary of Terms (Continued)

high-frequency words: that must be read with fluency.

Six-Traits Writing: The six characteristics in writing that make for effective writing (e.g., ideas, organization, voice, word choice, sentence fluency, and conventions).

Ideas: The heart of the message, the content of the piece, the main theme.

Organization: The structure of the writing piece, the logical and sometimes intriguing pattern of ideas.

Voice: The feelings and convictions of the individual writer reflected through the written word.

Word choice: The rich, colorful, precise language that moves and enlightens the readers.

Six-Traits Writing (Continued) Sentence fluency: The rhythm and flow of language, the sound of word patterns; the way writing sounds to the ear, not just the way it looks to the eye.

Conventions: The mechanical correctness of the piece (e.g., spelling, grammar and usage, paragraphing, capitals, punctuation).

syntax: The word order of language. The word order/syntax assists in determining the meaning of a word.

synthesis: The combining of separate ideas to form a coherent encompassing idea.

text: Reading material, including both fiction and nonfiction.

vowel digraph: Two or more adjoining letters representing one sound (e.g., ew in new and ay in day).

word analysis: General term applied to the decoding of words.

word family/  
phonograms: A group of words sharing the same rhyme (rime); a group of words sharing a common phonetic element (e.g., ite in bite, kite, despite).

word sort: An activity where words or pictures representing words are sorted according to a common spelling pattern or shared meaning.

word wall: A wall or other surface in the classroom where words are placed to help students identify patterns (e.g., high-frequency/sight words, phonograms/word families). Word walls generally contain words students often need in their reading and writing. Word walls are often confused with other word displays that help with spelling, retention, or learning new content vocabulary.

writing process: A writing instructional model that views writing as an ongoing process in which students follow a given set of procedures for pre-writing, drafting, revising, editing, and publishing.



